

Parma School District 2017 – 2018 Continuous Improvement Plan

In accordance with Idaho Code 33-320 The Parma School District will “*develop an annual plan that is part of a continuous focus on improving student performance*”.

The areas of focus and assessment strategies identified in this plan were developed by the school district’s Leadership Team and are an initial step in strengthening student achievement and staff performance.

Mission Statement: The Parma School District will provide a solid foundation of knowledge and skills on which students can build a rewarding career and life of purpose. The district will provide a collaborative community for students; supported by staff, parents, and community members, to assist them in reaching their goals.

Vision Statement: The Parma School District envisions a learning environment where staff members possess a vision of educational excellence for all students, while communicating regularly about student needs in order to improve programs, instruction, and student performance.

Goal 1: The Parma School District will provide students with a strong standards-based curriculum that provides numerous opportunities for each student to acquire the academic knowledge and critical thinking skills to be successful after graduation.

Performance indicators monitored:

Maxine Johnson Elementary – Grades K - 4

REQUIRED Performance Metrics	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Benchmarks Spring 2018 Performance Targets
# of students who scored "proficient" on the Kindergarten Spring IRI	53	76	70
% of students who scored "proficient" on the Kindergarten Spring IRI	63.1%	82.6%	77.7%
# of students who scored "proficient" on the Grade 1 Spring IRI	47	48	53
% of students who scored "proficient" on the Grade 1 Spring IRI	67.1%	67.6%	75%
# of students who scored "proficient" on the Grade 2 Spring IRI	65	55	60
% of students who scored "proficient" on the Grade 2 Spring IRI	76.5%	70.5%	80%
# of students who scored "proficient" on the Grade 3 Spring IRI	67	59	66
% of students who scored "proficient" on the Grade 3 Spring IRI	79.8%	69.4%	85%
OPTIONAL Performance Metrics	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Benchmarks Spring 2018 Performance Targets
% of Kindergarten students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI	24.2%	35.2%	30%
% of 1 st Grade students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI	14.4%	22.8%	20%
% of 2 nd Grade students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI	33.6%	21.8%	25%
% of 3 rd Grade students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI	12.7%	13.4%	15%

OPTIONAL Performance Metrics	FY 2016 Grade 3	SY 2016-17 Grade 3	FY 2017	SY 2017-18	Benchmarks Spring 2018 Performance Targets
% of students who scored below the 50 th percentile on the STAR Reading Test	67.1	46.4	59.3%	TBD	38%

OPTIONAL Performance Metrics	FY 2017	SY 2017-18	Benchmarks Spring 2018 Performance Targets
% of 4 th Grade students who scored below Tier 1 on the Fall Vocabulary portion of the Istation benchmark assessment who gained at least one performance category by the Spring Vocabulary benchmark assessment	33.72% of students scored Tier 2 or 3	TBD	30%

Parma Middle School Grades 5 - 8

Assessed three times a year with the following: EasyCBM. Progress monitoring of selected students takes place every two weeks.

English Language Arts:

Parma Middle School's English Language Arts department administers the EasyCBM Reading and Vocabulary Benchmark Tests as their universal screener three times a year. **(51%)** of students are expected to achieve the spring benchmark target score at the 50th percentile **Currently Reading Comprehension 5th -47%, 6th -31%, 7th -48%, 8th -40%. Current Vocabulary 5th -48%, 6th -23%, 7th -42%, 8th -37%**

Students who score at or below the 25th percentile on the EasyCBM Benchmark will be considered at risk. Once the assessments are administered and scores are entered in EasyCBM, reports ranking the students are printed. Department teams analyze the data from the assessments and determine interventions and goals for individual students.

Tier 2 instruction: Department teams also decide which students to progress monitor. Progress monitoring occurs once every 4 weeks. IXL adaptive learning will be used 1 to 2 times a week.

Math:

Parma Middle School's Math department will be using the EasyCBM CCSS Math Benchmark Test as their universal screener. **(51%)** of students will be expected to achieve the 50th percentile or better on the spring benchmark test. **Currently 5th - 50%, 6th - 54%, 7th - 43%, 8th - 42%.**

Based on the Fall Benchmark screening: students who score at or below the 25th percentile range will be considered at risk. **(51%) of** students will be expected to achieve the 50th percentile spring benchmark target goal in May. Students requiring Tier 2 instruction will be progressed monitored every 3 to 4 weeks and progress kept in Milepost.

Tier 2 instruction will incorporate IXL adaptive Learning 1 to 2 times per week. Data from this program will be used for tracking progress this school year.

Grading Standards: Grading standards will continue to be imbedded into all subject areas gradebooks. Student will be assessed on their ability to demonstrate the required common core standard.

Parma High School

Parma High School Staff will inform all students and parents of their student's performance levels on the PSAT or SAT from the 2016-2017 school year. This communication will occur through letter format sharing information regarding the test, their student's score performance expectations, how the scores are being used by PHS staff, and their student's upcoming tests. Letters will go home within the first weeks of school, and then teachers will follow up with parents about this information during parent teacher conferences in September 2017.

Class of 2018—50% of these students will retake the SAT or ACT in order to improve their scores prior to January.

Class of 2019—80% of the students in this class will increase their 2016 PSAT scores by 30 points in both the ERW and Math sections on the SAT in April 2018.

Class of 2020—80% of the students in this class will increase their 2016 PSAT scores by 30 points in both the ERW and Math sections on the PSAT in October 2017.

Class of 2021—80% of the students in this class will meet the SAT Benchmark performance levels in their junior year of high school, receiving at least a 460 on the ERW section and 510 on the Math section of their SAT test.

Goal 2: Students in the Parma School District will complete a four-year high school course plan when in eighth grade which includes declaring an area of concentration. The plan will be regularly monitored to ensure each student is on track to graduate and prepared to transition to the next level.

Performance indicators monitored:

Parma Middle School

All 8th grade students will complete a four year plan, receive college/career guidance by TRIO, and participate in CIS activities with the counselor through the English Language Arts class. Eighth grade students will also attend the career fair hosted at the middle school and another one hosted by COSSA.

Parma High School Graduate Information 2011 – 2013

Percent of Parma students attending college the fall immediately after high school

2011 – 72%	(Idaho – 43%)	(Nation: 51% - 70%)
2012 – 68%	(Idaho – 49%)	(Nation: 50% - 70%)
2013 – 67%	(Idaho – 46%)	
2014 – 55%		
2015 – 58%		
2016 – 60%		

Average – 63%

Percent of Parma students enrolled in college any time during the first year after high school

2011 – 72%	(Idaho - 49%)	(Nation: 57% - 74%)
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2012 – 75% (Idaho – 53%)

2013 – 70% (Idaho – 46%)

2014 – 57%

2015 – 62%

2016 – 61%

Average – 66%

Percent of Parma students enrolled in college any time during the first two years after high school

2011 – 79% (Idaho – 55%) (Nation: 64% - 79%) 2010

2012 – 75% (Idaho – 56%)

2013 – 72%

2014 – 59%

2015 – 63%

2016 – 61%

Average – 69%

Percent of Hispanic/Latino Parma students enrolled in college the fall immediately after high school

2011 – 67%

2012 – 85%

2013 – 56%

2014 – 44%

2015 – 73%

2016 – 80%

Average – 68%

- All data on graduates is provided by the National Student Clearinghouse and may contain errors or omissions.

Percent of CTE students receiving their CTE certification

2017 – 83%

Goal 3: Schools in the Parma School District will implement appropriate policies and practices that create a safe and supportive learning environment and foster a culture of caring and commitment to excellence.

Performance indicators monitored:

Elementary

Second Step Curriculum taught to 1st-4th grades. It is a research-based curriculum and listed as one we should be using.

School wide expectations taught through Panther “PAWS”itives and Teach To’s.

Character education through monthly character traits and monthly assemblies to honor students.

Red Ribbon Week activities.

Self-Manager Program for students who display stellar behavior.

Personnel focused on school safety

Counselor provides small groups for students (divorce, anti-bullying for 4th grade girls, friendship)

Counselor matches students with mentors through the Mentoring Network Program.

Individual counseling provided by the counselor.

Counselor currently taking a class on Safeguards Against Bullying.

Training focused on school safety
All of the above plus the RTI team.

School Improvement team.

Attendance at the Idaho Prevention and Support Conference by individuals in the district.

Middle School:

Continuation of the Response to Intervention Team. RTI Team Will meet once a month September - May

Student Programs:

5th grade – Positive Action Anti-Drug Program is taught by the school counselor that is incorporated in the health curriculum at Parma Middle School. 6th- 8th Grade incorporate the anti-drug message in their health units.

5th – 8th Grade – Daily Advisory and Character Development/SWPBIS P.R.I.D.E Program

6th – 8th Grade – Partner's Club (special education support program)
Bussing to various special Olympic sporting events.

7th – 8th Grade – Sources of Strength program (5th Year)

5th – 8th Grade – Anti-bullying/Kindness campaign

5th – 8th Grade – Project Wisdom – used in announcements.

5th – 6th Grade - CyberCivics – Year 1 (Digital Citizenship curriculum)

High School:

Student Programs:

Sources of Strength – through this we do kindness campaigns and SOS days and weeks a few times per year with an emphasis on finding strength in friends, trusted adults, family, etc.

Bullying Prevention Lessons with freshman and sophomores in the month of October. (Counselor does this)

Freshman Mentor Program—every freshman is paired up with a junior and senior mentor to help them through the social and academic challenges of their freshman year. This mentor relationship often goes into their sophomore year.

Grade Level Teacher Mentor Program—Teachers meet on a monthly basis to talk about at-risk students. Staff members go out of their way to make sure personal contact with struggling students.

Training focused on school safety:

Police Chief has done trainings with the high school staff on the drug use they are seeing in Parma and how to detect if a student is under the influence.

School shooting training and simulation

High school and middle school staff attend the suicide prevention training out of the Idaho Lives Project Grant

Idaho Prevention Conference

District-wide:

On-going assessment of safety and security issues and preparedness. This has led to revised building access protocols.

